



Title I, Part A

Schoolwide Program Monitoring Form

2016-2017

District:
School:
Principal:
Date(s) of Visit:
Program Monitor(s)

Introduction

This tool is used in the evaluation of Title I, Part A, activities and procedures in the schoolwide programs, resulting in a determination of compliance and/or effectiveness for each monitoring question. The tool is organized into sections that directly align with the sections of Title I, Part A, of the Elementary and Secondary Act. Each section contains several monitoring questions that will be evaluated individually. The list in parenthesis within each monitoring question contains examples of documentation that may be submitted for review. Only documentation for the current school year must be submitted unless prior year information is requested or applicable. Best Practices are examples of practices or procedures that the Kentucky Department of Education (KDE) staff have observed in other districts that may enhance program effectiveness.

- The ***bold italics*** list within each monitoring question contains examples of documentation that may be submitted for review. Only documentation for the current school year must be submitted unless prior year information is requested.
- **YES** indicates the district/school is in compliance with or is effectively implementing that indicator.
- **NO** indicates the district/school needs technical assistance to be in compliance with or to effectively implement that indicator. Findings and/or recommendations will be stated on the final monitoring report submitted to the district.

Please Note: In some cases, all items may not be required.

I. Needs Assessment

	YES	NO	N/A
1. Using the school's needs assessment results; does the school annually assess educational needs of all students in the school and identify priority needs in which federal, state, and local resources will be focused? (<i>school plan executive summary, needs assessment results</i>) Notes:			
2. Based on analysis of the data, does the school identify strategies based on scientifically based research to address priority needs? (<i>school plan, needs assessment</i>) Notes:			
3. Do all teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement? (<i>school plan, needs assessment</i>) Notes:			
4. If the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, is there documentation indicating this need in order to improve student achievement? (<i>needs assessment</i>) Notes:			
<u>Best Practices</u> <ul style="list-style-type: none"> Evidence of the use of assessment results to address needs is found in the schoolwide plan (SWP) or the comprehensive school improvement plan (CSIP). Evidence of research-based strategies is found in the SWP or CSIP. School and district staff can discuss how the decision was made to use research-based strategies and how they are affecting student performance. Needs for "other" personnel are identified in the SWP or CSIP. 			

II. School Program Design and Effectiveness

	YES	NO	N/A
1. Are ongoing assessments effectively used to assist in diagnosis, teaching, learning, and to provide information to teachers, parents, and students regarding achievement of individual students? (assessments used in diagnosis to improve achievement of individual students) Notes:			
2. Does the school staff effectively serve all students, especially students most at-risk of failing to meet state academic performance standards, with needs-based programs, including an effective system of interventions? (interviews with staff, school plan, coordination of programs to serve students) Notes:			
3. Is Title I purchased computers/software/books/supplies addressing the needs to improve the instructional program of the school? (observations, interviews, needs assessment summary, lesson plans) Notes:			
4. Are processes used by the district Title I, Part A, Coordinator to verify that the activities or strategies in the SWP are being implemented effectively? (observations compared to plans, walkthrough notes, meeting notes) Notes:			
5. Does the school effectively annually review the implementation of and results achieved by the schoolwide program and use these findings to revise its schoolwide plan? (copy of evaluation, recommendations) Notes:			

	YES	NO	N/A
<p>6. Are scientifically based research strategies used by the entire school to improve the instructional program and impact the entire school population, including economically disadvantaged students, students with disabilities, homeless students, migrant students and English language learners? (Title I does not have to fund all strategies being implemented in a school. However, for those strategies that are Title I funded, evidence should be found in lesson plan, observations, interviews or other documents)</p> <p>Notes:</p>			
<p>7. Is there evidence that the schoolwide program design reflects the finding identified in the school's needs assessment? (school plan)</p> <p>Notes:</p>			
<p>8. Is the schoolwide program coordinated with the plan and goal oriented instead of activity oriented? (school plan)</p> <p>Notes:</p>			
<p>9. If the district has not consolidated funds at the school level, do all partially Title I, Part A, funded teachers and staff complete a Personal Activity Report (PAR) monthly? (PAR reports, evidence of district consolidation of funds)</p> <p>Notes:</p>			
<p>10. If the district has not consolidated funds at the school level, do all fully Title I, Part A, funded teachers and staff complete the semi-annual certification? (semi-annual certifications, evidence of district consolidation of funds)</p> <p>Notes:</p>			

	YES	NO	N/A
11. Are para educators with instructional duties under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work? (schedule of day) Notes:			
12. Is there a schedule of duties for instructional para educators demonstrating that the non-instructional duties are on a limited basis only and comparable to the non-instructional duties of certified instructional staff? (para educators schedule of non-instructional duties) Notes:			
13. Does instructional staff (certified and classified) receive professional development to implement the school plan? (observations, interviews) Notes:			
14. Are the strategies from professional development monitored for effective and correct implementation? (observations, interviews) Notes:			
15. Does the schoolwide program include plans to assist with transitions between early childhood programs and primary programs? (interviews, lesson plans, observations, schedules) Notes:			

	YES	NO	N/A
<p>16. Are the Title I funds effectively coordinated with other federal, state, and local funds to improve student achievement? (Check the appropriate strands below. CSIP, SWP, interviews, MUNIS reports)</p> <p>_____ Title I, Part C (Migrant Education)</p> <p>_____ Title II, Part A (Teacher Quality)</p> <p>_____ Title III (English Language Learners)</p> <p>_____ Title VI (RLIS or SRSA)</p> <p>_____ Title X, Part C (Homeless Education)</p> <p>_____ Title IV (Safe & Drug Free Schools & Communities)</p> <p>_____ McKinney-Vento Grant</p> <p>_____ IDEA</p> <p>_____ State Programs – list:</p> <p>_____ Others – list:</p> <p>Notes:</p>			
<p>17. Does the school use effective strategies to attract highly qualified teachers? (interviews, policy)</p> <p>Notes:</p>			
<p>18. Is there documentation that the school has effectively addressed all 8 schoolwide program (SWP) components? (school plan, SWP report)</p> <p>Notes:</p>			
<p>19. Is the school meeting class maximum size requirements without using Title I funds? (interviews, observations, school staffing patterns)</p> <p>Notes:</p>			

Best Practices

- School staff know the school's needs and how the Title I, Part A allocation is used to help meet those needs. These descriptions are consistent with those heard at the district level.
- State assessment scores show growth in achievement. The school scores are not stagnant.
- Funds are allocated based on needs, while maintaining rank order, and needs are factored in to budgeting calculations. Discussions are consistent with explanations given by district level staff.
- School improvement plans are reviewed continually throughout the year. New needs are identified.
- Funds are used to provide strategies beyond class size reduction.
- Transition activities are provided beyond early childhood (i.e., primary to grade 4, elementary to middle school and middle school to high school).
- School staff can describe the schoolwide plan and how those strategies are geared toward meeting needs across the entire school population.
- School staff verifies that the district Title I, Part A, coordinator regularly monitors the school to ensure it is meeting requirements and is making progress in meeting academic goals.
- The results of the schoolwide program are continually reviewed throughout the year.

III. Parent Involvement

	YES	NO	N/A
1. Is there documentation for the following: annual parent meeting, student progress shared with parents, and parent conferences? (minutes, sign-in sheets, notes) Notes:			
2. Were parents effectively involved in program planning, design and implementation, and expenditure of Title I parent involvement funds? (minutes and dates of meetings, sign-in sheets) Notes:			
3. Was the school Parent Involvement Policy developed in consultation with, reviewed by and made available to parents? (minutes and dates of meetings, sign-in sheets) Notes:			
4. Was the school compact developed in consultation with, reviewed by, and made available to parents? (minutes and dates of meetings, sign-in sheets) Notes:			
5. Is there evidence to substantiate the effective implementation of the parent involvement policy and compact? (minutes of meetings, signed copies of compact) Notes:			

YES	NO	N/A
<p>6. Are evaluation findings effectively used to revise school-level policy so that it promotes the improvement of student academic achievement, the social and emotional welfare of students and the school's teaching and learning environment? <i>(copy, results and a written summary of the annual evaluation of the parent involvement program)</i></p> <p>Notes:</p>		
<p><u>Best Practices</u></p> <ul style="list-style-type: none"> • School staff can describe the school parent involvement policies. • School staff can describe the parent involvement activities being implemented at the school. Answers are consistent with the description articulated at the district level. • School staff can describe how a concerted effort is being made to build school/parent relationships. • Parent involvement goes beyond the school council representatives. • The district and its schools are "thinking outside the box" in order to get more parents to participate as active partners. • "One Call", marquees, TV monitors, newsletters, Infinite Campus Parent Portal, and other one-way communications do not represent effective parent involvement practices alone. Parents have genuine opportunities to help plan, implement, and participate in activities in a format that promotes two-way communication. • Parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent involvement activities. • The school's parents are active in school planning. 		